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ABSTRACT

Identifying an instructional leader as a principal who engages in activities that significantly affect the learning that goes on in the school, this article profiles an elementary school principal recognized by the Oregon Association for Supervision and Curriculum Development as one of the state's most effective instructional leaders. The author examines in detail how one principal practices instructional leadership on a day-to-day basis in a small elementary school. The components of instructional leadership examined are taken largely from an October 1982 article by Daniel Duke setting forth his view of the principal's role in promoting instructional effectiveness. Discussed are staff development (including staff selection, teacher supervision, and teacher evaluation), instructional support activities (including discipline, instructional organization, and backing teachers), quality control, obtaining resources, coordination, troubleshooting, and school climate. The author uses extensive quotes from the principal, teachers, and central office administrators to show how this principal conducts instructional improvement activities in the school. (Author/JM)

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Instructional Leadership: Profile of an Elementary School Principal

Jo Ann Mazzarella

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Preface

The Oregon School Study Council has made it a regular practice to describe outstanding school programs in the pages of its monthly Bulletins. Again and again in these descriptions it is clear that the success of the programs owes to the special initiative, vision, and drive of one or two key personnel at the school or district level. Outstanding school programs ultimately can be traced to outstanding educators.

It seems a logical step for us to devote an occasional Bulletin to profiling an individual educator whose outstanding contribution to the field has received praise from his or her colleagues. This is the focus of the November 1982 OSSC Bulletin and another one to be published in the near future. In this issue we profile an elementary school principal who has been recognized by the Oregon Association for Supervision and Curriculum Development as one of the state's most effective instructional leaders. A future issue will profile a secondary school principal who has been similarly recognized.

Research on effective schools and effective school principals during the past decade has focused attention on the crucial importance of the principal's role in the instructional program. We are pleased to contribute to the literature on instructional leadership these analytical profiles of principals in action.

We are indebted to OASCD's Executive Board for assisting us in identifying the two principals who are the subjects of these profiles.

The author, Jo Ann Mazzarella, is a research analyst and writer for

the ERIC Clearinghouse on Educational Management at the University of Oregon. Mazzarella is the author of numerous articles and monographs on leadership effectiveness, the principal's role in instructional leadership, and school climate.

Philip K. Piele

Executive Secretary

Introduction

Nationwide, interest is beginning to focus on the importance of the influence of the school principal on the learning that occurs in schools. School effectiveness research over and over again highlights the central role the principal plays in the outstanding school. Paradoxically, at the same time public confidence in administrators of all types has been fading. Schools and other organizations have been described as "top heavy" with administrators. Some critics question whether principals actually concern themselves with matters that affect student achievement, and a few have gone so far as to suggest that the role of principal ought to disappear altogether.

What relationship do principals have to the learning that goes on in the school? Are they important components of the instructional program? If so, how is this evidenced? Specifically, are principals instructional leaders?

The term instructional leader has been used and misused to mean such a variety of things that we must make some attempt to clarify what is meant by it here. First, we do not limit our definition solely to the old concept of the "master teacher," the principal who is exclusively involved in demonstration lessons, updating teachers' knowledge about curriculum, and just generally "teaching teachers how to teach." Principals no longer have the time or the expertise to fill this role (if indeed they ever did). At the same time, of course, we do not use "instructional leader" to refer to the principal who simply sees his or her job as organizing the lunch room, overseeing school buses,

and just generally managing the building rather than its programs. Not all principals are automatically instructional leaders. For our purposes here we designate as an instructional leader a principal who engages in activities that significantly affect the learning that goes on in the school.

At the Oregon School Study Council our interest in instructional leadership motivated us to look more closely at Oregon principals. We wondered if and how Oregon principals are involved with the instructional program, or more particularly, What do Oregon's instructional leaders look like?

Our quest led us to the Oregon Association for Supervision and Curriculum Development, an organization of Oregon educators concerned with the improvement of instruction. We asked them to identify some Oregon principals who they felt were effective instructional leaders. They graciously complied, and a meeting of their board produced a list of some of the best Oregon principals.

Rather than making all the principals on this list the subjects of an empirical study, our purpose was to pick one or two to look at closely to find out in detail what an instructional leader looks like (much the same way a botanist might carefully study a typical example of a particular plant to find out more about the type). We wanted to know how one particular instructional leader might function, what he or she did all day, how he or she affected the instructional program. We weren't looking for the "best" instructional leader in Oregon (any more than a botanist would search for the "best" begonia). What we wanted was a close look at a principal who typifies the many excellent

instructional leaders in Oregon.

This month's Bulletin focuses on one of the principals chosen by the OASCD as exemplifying Oregon's instructional leaders. This principal is Rea Janes, principal of North Powellhurst Elementary School in the David Douglas School District (Portland). Interviews with her staff and her superiors have confirmed the OASCD's designation of her as an excellent example of Oregon's many effective leaders.

It is important to reiterate, however, that we do not suggest that Janes is "the best" instructional leader in Oregon. Retired superintendent Howard Horner (Janes' superior for seven years before he retired in 1981) put it well. After a lengthy discussion of the many ways in which he felt Janes showed herself to be an excellent principal, he added:

> When I retired, I felt the administrative staff in our district was among the finest in the world. There are a number of other principals in the district I could say the same things about.

We at OSSC believe that Oregon principals as a whole are among the finest in the world. So in a very real sense, this Bulletin is not only about Rea Janes, but about all the very best instructional leaders in Oregon.

Introducing the School and Its Principal

North Powellhurst Elementary School sits very close to 135th Street in a suburban area of East Portland. Built in 1949, it is typical of the low, spare buildings of the fifties, with a playground and parking area in back.

Perhaps the most immediately striking characteristic of the school is its smallness. It houses only about 240 students in grades K-6 and only ten full-time teachers (with enough part-time staff to make a total of nineteen FTE). This size is both a blessing and a curse. Staff and students know each other well and have close ties. Classes are small, with about 23-26 students. Students are drawn from the immediate neighborhood, so there is a need for only one school bus. Yet, like many other Oregon schools that are suffering from declining enrollment, the building has long been targeted for possible closure. A few parents complain that the lack of full-time personnel in areas like counseling or music means a weaker program.

At any rate, there is no doubt that North Powellhurst's extremely small size creates unique opportunities and challenges for a principal.

In describing Rea Janes, those who know her often use the word "professional," and she looks it. Favoring tailored clothing, she is trim, with a short and tidy coiffure. Far from severe, however, she has warm eyes and a smile that lets children know she is interested in them, and even, that she wouldn't be made uncomfortable by the offer of a hug (and offer they do).

This is Rea Janes' eighth year as principal of North Powellhurst.

Before that she was a teacher for eleven years and a counselor for seven years. This is her twenty-sixth year in education and her twenty-fourth year in the David Douglas School District. She is the mother of two grown sons and the grandmother of a seven-year-old. Her husband is an engineer. Janes became a principal partially because, as a counselor, she wanted to be able to have more of an effect on students and to follow through on programs that she had initiated.

Unlike many good principals, her career goals do not extend outside the principalship. She "thoroughly enjoys" being a principal. She explains the source of her contentment:

> I've always been a goal-oriented person, and I worried what's going to happen to my goal orientation when I hit the principalship? But once I got into it, I saw there were so many avenues for growth, improvement of programs, working with more people and more kids, that I really have found a lot of fulfillment right in the principalship.

Janes describes the area surrounding North Powellhurst as a community undergoing change. Once a stable, professional, upper middle class neighborhood of single-family houses, it is now witnessing the addition of more apartment buildings, with a population that's less firmly rooted and gradually becoming more weighted toward the middle and lower socioeconomic levels. The number of students receiving free lunches is increasing. All this makes it even more remarkable that North Powellhurst's achievement test scores are consistently higher than average in Multnomah County.

Developing the Instructional Staff

In an October 1982 article on the principal's relationship to instructional effectiveness, Daniel L. Duke stressed the importance of the principal's role in the development of an excellent staff. He put it:

> The development of an effective teaching staff has little to do with luck. It results from at least three activities in which principals can play crucial roles--recruitment, inservice education, and staff motivation. Without capable teachers, it is unrealistic to count on any of the other factors linked to instructional effectiveness.

It seems self-evident that learning in a school is closely related to the quality of the teaching staff. Staff selection is the first step in the determination of this quality. Rea Janes has been personally responsible for the hiring of about 50 percent of her current staff. None of the teachers she has selected has ever been vetoed by the district. Ron Ashby, teacher of a combined fifth- and sixth-grade classroom, when asked Janes' greatest strengths, replied without hesitation, "Selecting staff. This is just an outstanding staff. They get along great, work hard, and address problems."

Teacher quality is evidenced not only in student test scores. The school often boasts the top district speller. At the Outdoor School attended by all David Douglas sixth graders, the behavior and academic skills of North Powellhurst students are always highly praised. Janes explains, "That comes from the commitment of the teachers. The teachers are really the backbone of the school program."

For seven years prior to his retirement as superintendent of the David Douglas School District, Howard Horner observed the North

Powellhurst staff as a vibrant group of teachers, often urging him to come to their classrooms to observe the learning that was taking place.

Inservice Training

In the article cited above, Daniel Duke cited inservice training as an integral part of developing a good staff. It is typical of Oregon schools for formal inservice training to be provided by the district. This is so at North Powellhurst, but there is still opportunity for building-level activities. Weekly faculty meetings of approximately an hour each provide a forum for presentations concerning projects in the building, or reports from conferences, or just working together on a mutual school problem. At the beginning of each year, Janes gives presentations for teachers on topics of interest to them such as improving parent-teacher conferences or reducing stress. New programs in the building are highlighted too, such as the new Learning Center for emotionally handicapped students. Teacher Ron Ashby describes Janes' approach to inservice training as very responsive to staff input: "She provides whatever's needed. If the staff let her know that something is needed, she implements it right away." Such response to staff input is also highlighted by Duke as a hallmark of effective inservice programs.

Teacher Supervision

Teacher supervision and evaluation are important factors in the development of an outstanding teaching staff. At North Powellhurst, Janes keeps closely in touch with teachers' classroom performance by visiting every room every day. "That way," she explains, "at evaluation time, there aren't any surprises, and teachers feel more comfortable

about being observed." Janes emphasizes organization and planning to her teachers and expects them to write a lesson plan every day. Teacher lesson plan books are to be left in the office each Friday.

In all David Douglas schools, teacher supervision and evaluation follow a "clinical supervision" model, consisting of preobservation conferences, two half-hour observations, and a postevaluation conference. An evaluation checklist is provided by the district. Gordon Cawelti, executive director of the Association for Supervision and Curriculum Development, identified such a clinical supervision program as one of the four most important components of instructional leadership.

If complaints from parents suggest that a teacher has a problem, then a similar conference and observation procedure would be followed. When conferring with such a teacher, Janes makes a special effort to understand the personal problems or other factors that might be temporarily affecting classroom performance. She emphasizes, "My main objective is to improve the instruction of teachers and to work with them to improve their skills. We're not out to get them."

With a staff like the one at North Powellhurst, serious problems with teachers seldom occur; nevertheless, Ron Russell, the district's director of staff relations, sees as one of Janes' special strengths her ability to deal with a teacher who's not doing a good job: "How can I say this? She's helped some teachers make career changes. This is a very important part, although a negative part of the role of principal."

Surely the maintenance of a quality staff includes dealing with teachers who are having serious problems. Janes emphasizes, "The

principal has an obligation to the children, as well as to the profession, to start documenting things that are not going the way they should be going."

Not all the techniques cited above for developing an excellent teaching staff are by any means unique to North Powellhurst or to the David Douglas School District, or even to Oregon, yet they are good examples of how Oregon principals can and do have real effects on their schools' instructional programs.

Instructional Support

To some purists, instructional leadership may still connote such activities as determination of curriculum, selection of teaching materials, and close control of what goes on in the classroom. Yet, regarding the first two activities today, in Oregon as in other states, curriculum and textbooks are largely district matters. Regarding the third activity, researchers such as Steven Bossert and his colleagues have noted that effective school research shows that "successful schools are places where teachers are given considerable instructional autonomy."

If they are not significantly concerned with such activities, how do principals affect instruction? One important way, identified by Daniel Duke, is through providing "instructional support." Duke defines instructional support as "activities intended to maintain environments in which teaching and learning can occur." Specifically, Duke suggests that "perhaps the most important instructional support function which principals can provide is the establishment of an atmosphere of orderliness throughout the school."

Discipline

Such activities are certainly important to Oregon principals like Rea Janes. She reports spending almost 50 percent of her time counseling disruptive students and their parents. It shows. Past superintendent Horner notes that one of the biggest changes in North Powellhurst after Janes became principal was in the area of discipline. "The halls became calm and empty. Students weren't running around in

the halls." He adds, "Good discipline results if the principal insists on it."

Teachers appreciate the emphasis. Teacher Ron Ashby credits Janes with creating "an environment that permits learning." He adds, "discipline is outstanding in this school."

The direct connection between discipline and the instructional program is made graphic by Steven Bossert and his colleagues in their suggestion "that principals who discipline children in their offices are socializing students into less disruptive classroom behavior, thus increasing students' classroom time-on-task." Adequate time-on-task has been identified in numerous school effectiveness studies as important to student achievement.

The concern for discipline has manifested itself in a new discipline program instituted this year, developed cooperatively by Janes and some of the staff. A modified version of "assertive discipline," it specifies ways that teachers can handle small classroom disruptions through such means as after-school detention, with larger or repeated infractions being sent to the principal. The program won't mean that Janes spends less time on discipline, however, but rather that she will spend less time on small disruptions and more time on more serious problems.

Instructional Organization

Another aspect of instructional support has been called "instructional organization." Identified by Bossert and his colleagues, instructional organization includes aspects of school and classroom organization that affect the learning experiences of children. One of

these aspects is the degree of coordination among functions within the school.

This emphasis on coordination is central to the way Janes sees her role in the school. Organization and planning are her watchwords. She tells teachers, "If you're overplanning then you're protected." When asked the question, "Why have a principal?" she replied:

> Why have one? Coordination and organization. Those sound like "educationese," but they are very basic. The creation of a harmonious atmosphere. The goal of the principal is to put together an organization that runs so smoothly that it is possible to go away from it at times and know that it is still functioning.

Janes coordinates all the day's activities at the school, with an emphasis on special activities in areas like physical education and music. She coordinates programs and assemblies. She believes that drawing up teachers' schedules is especially important, and she makes a particular effort to give them the consistency that comes from having the same planning period every day.

Janes' talent for scheduling and organizing is apparent in the smallest details. Horner noted that preparation for meetings in her building was always extremely thorough, with microphones and other needed equipment ready and functioning properly. Today Janes' office is a coordination center for school scheduling. For example, when a music teacher stops by to complain that the students are being consistently released late for "strings" lessons, she immediately makes a note to include an announcement in tomorrow's staff bulletin.

Bossert and his colleagues see such instructional organization activities as important to school effectiveness because they "buffer" teachers from undue disruption and allow them to spend more time teaching.

Backing Teachers

Principals can "buffer" teachers from external as well as internal disruptions, as Janes well realizes. She backs her teachers in disputes with parents, and they appreciate it. "She stands behind teachers," says teacher Ron Ashby. "She's always in their corner." Mary Lou Kai, although only in her first year at North Powellhurst, already appreciates Janes' backing. A mother upset about Kai's placement of her child in a low reading group was contacted promptly by the principal in an effort to smooth things over.

Horner commented on the importance of such principal support:

> The staff at North Powellhurst are confident that they will be supported by the principal if they perform correctly. Teachers are more afraid to take risks to do what they know is right if they don't have principal backing.

When a disagreement occurs, Janes attempts to hear both sides, of course. Then she tries to get both sides together (here's where counseling skills come in handy) to work things out. But she admits a certain bias: "I try to support teachers and their programs. Since I am in fairly close touch with what goes on in the classroom, I know I can usually stand behind what teachers are doing."

Controlling Quality and Obtaining Resources

Two other leadership functions that Duke has recognized as associated with instructional effectiveness are controlling the quality of student achievement and helping teachers obtain needed resources. There is evidence of both at North Powellhurst.

Quality Control

Duke has identified as one aspect of quality control the communication of high expectations for performance and the recognition of such performance. Rea Janes expresses her intention that students attain academic performance that is "as high as it can possibly be." One way high academic performance is encouraged at North Powellhurst is the Taskmaster Award program. This program, like most of the special programs at North Powellhurst, was begun cooperatively by Janes and a group of teachers. Janes asked this group to develop a way to reward academic efforts in the same way athletic efforts were already being rewarded. Unlike many athletic awards programs, however, the Taskmaster program does not promote unhealthy competition among students; every student can receive a reward. Completion of all class assignments (closely monitored by teachers) in one nine-week period means that the student will receive an award.

The expectation that <u>all</u> students can perform well is communicated by Janes in the pep-rally atmosphere of the Taskmaster Awards ceremony. "How many won awards today?" she shouts, and is furnished the appropriate response. "And how many <u>could</u> have won awards?" she asks, and is rewarded by the ringing reply, "Everyone!"

Obtaining Resources

As Janes makes her daily rounds of visiting classrooms, a teacher stops her to ask, "Have you had any word on those typewriters?" He has requested some old manual typewriters to help students learn to use the proper fingering to work on the school's two computer terminals. "I'll check on it," she promises.

Later, in her office, Janes traces the requisition of the typewriters and asks her secretary to make some phone calls to track them down. "I'm willing to spend my time helping teachers get through the bureaucracy," she explains. "That's one of the reasons I'm here."

Duke has written that another aspect of the principal's role in allocating resources effectively is to initiate a continuous planning process including projection of future needs. Horner saw evidence of such a planning process when Janes more than once asked him to tour the building with her to survey needs for improvements and maintenance, not only currently, but for a few years in the future. That way the central office could be involved in the planning of future expenditures and know which improvements were overdue.

Coordination and Troubleshooting

In his writing on leadership functions for instructional effectiveness, Duke sees the leadership functions already discussed (staff development, instructional support, quality control, and resource acquisition) as being directly related to the instructional program. He sees two other types of activities--coordination and troubleshooting--as indirectly related, but no less important. He describes these functions as those "that call on principals to ensure that the entire school runs smoothly."

Coordination for School Improvement

One type of coordination Duke describes is the "coordination necessary for school improvement." Such coordination at North Powellhurst is evidenced in how new programs begin. Typical is the program begun this year to mainstream severely emotionally handicapped students, a special group not always mainstreamed into regular classrooms.

Rea Janes is not a principal who, on seeing a problem, single-handedly mandates a solution. She enlists and coordinates the efforts of others. The germ of this particular program first appeared in discussion sessions at faculty meetings. The consensus was that there was too much disruption in the emotionally handicapped classroom that had been placed at North Powellhurst because of the extra space resulting from declining enrollment. Ideas were generated and interest grew in a mainstreaming effort. The EH teacher was then released for some special instruction, and an inservice session was held to further

"work out the program." What ultimately emerged was a "learning center" that was not only a home base for EH kids, but also a place where regular teachers could send students for special help.

Janes describes her efforts to start a new program this way:

> Generally I'll approach it one-to-one with some of the teachers, getting their ideas and feedback. Communication is the main thing. If you want something new to start, you have to make your ideas very clear.

Coordination activities didn't stop after the program was implemented, either. For the first week she checked with the learning center teacher daily to see how things were going.

District-Level Coordination

Principals can be involved in coordination for school improvement at the district level too. According to Horner, Janes served with other principals on committees seeking improvement of instruction in both arithmetic and reading. Horner reports that she was actively involved with the basic planning of these improvements, but he emphasizes:

> The key, then, is, when the plans are made, do they actually happen? It was always my observation that the good working relationship she had with her teaching staff made these things occur.

As an example, he recalls that when district money was made available for teachers to take classes at Portland State, or as a part of inservice activities to improve their arithmetic teaching, a high percentage of North Powellhurst teachers participated. This he credits to Janes making sure teachers were informed about the program and encouraging them to participate. Such encouragement may be seen as another form of coordination for school improvement.

Coordination between Schools

Duke maintains that "coordination between schools is also vital." In the David Douglas district, elementary principals meet for two hours every other week. Informally, some of the group often meet for lunch afterward, thus strengthening the ties among principals. These meetings seem especially significant in light of the fact that many writers on the principalship (such as Arthur Blumberg and William Greenfield) have identified lack of collegiality and opportunities to relate to their peers as one of the prime causes for burnout among principals.

Coordination with Parents and the Central Office

That coordination is an important goal for Janes is apparent in her philosophy of and beliefs about the principalship. Many principals and observers of the principalship bemoan the fact that principals are "caught in the middle," responding to demands not only from students, parents, teachers, and community members, but also from the superintendent and school board. Janes recognizes this quandary, but instead of succumbing to a feeling of powerlessness, she puts a great deal of energy into reconciling these divergent demands as an inevitable part of her role.

> Sometimes you do feel like you're caught in the middle. It's middle management. But you have to learn ways of working out conflict. You have to learn to get all sides working together. Communication is the main thing. You have to be able to communicate.
>
> For instance, you can get a lot of support from the superintendency if you keep them clued in as to what's going on in the building. If a parent calls and is very unhappy about something and I think it is going to be carried further, I call and tell the superintendent that there is a situation that hasn't been solved and that he may be receiving some phone calls. Then, often, we all get together and work it out.

Troubleshooting

A final leadership function that Duke has pinpointed as linked to instructional effectiveness is troubleshooting. He sees troubleshooting as developing mechanisms for anticipating and resolving problems. One such mechanism he describes is regular meetings. Besides weekly faculty meetings, Janes holds weekly meetings of a Principal's Council made up of one representative from the primary level, two from the intermediate level, and a special teacher. This meeting is for discussion of problems that have been noticed by teachers during the week. Then problems that need to be dealt with further can be taken immediately to the whole faculty.

Duke also identifies as troubleshooting mechanisms "daily tours of the school and chats with students and staff members." It has already been mentioned that Janes visits every classroom every day. In addition, she stands in the hall every morning at 8:30 to greet students and listen to their concerns. Finally, she routinely eats lunch in the faculty lounge, thus making herself available for informal discussion of problems.

School Climate

Not all authorities on instructional leadership specify school climate maintenance as a function of an instructional leader. Duke, for example, does not include maintenance of school climate aside from the creation of order and discipline. School climate is difficult to measure or even to define and thus difficult to analyze in research projects. Here we will refer to school climate in the more general sense defined by John Lindelow and Jo Ann Mazzarella as "the global summation of the individual's perceptions of how school personnel and students behave and interact."

Some researchers do mention climate in relation to school effectiveness. Steven Bossert and his colleagues in their survey of school effectiveness research cite several authors who associate such variables as "interpersonal relations," "warm and supportive relationships," or "a student's sense of belongingness" with student achievement.

Willbur Brookover and his colleagues, in an indepth 1979 study of students, teachers, and principals in ninety-one elementary schools, concluded that "the cultural or social-psychological normative climate and the student status-role definitions which characterized the school social system explain much of the variance in achievement and other behavioral outcomes in schools."

Research findings aside, however, most school people have an intuitive sense that school climate has a great effect on how schools function.

Climate Improvement

Regardless of whether managing school climate can be proved to be integral to instructional leadership, even casual visitors to North Powellhurst go away with the feeling that creating a warm, supportive, cooperative school climate is an important concern there.

Rea Janes herself does a great deal to nurture this climate. One aspect of climate that she (perhaps unconsciously) puts energy into is what George Litwin and Robert Stringer refer to as "warmth and support" or "the feeling of general good fellowship and helpfulness." As she travels through the school, she makes a point of talking to students, helping them, learning about what they are doing. A boy lying on a cot in the "health area" elicits a "What's the matter, George?" and further sympathetic inquiries about his injured leg. A student looking for her sweater on a coat rack gets a helping hand sorting through garments. She initiates conversations with students in the library and in the cafeteria. A younger student offers her a hug as she passes through the halls.

Janes estimates she knows the names of at least half of her 240 students and adds, "I wish I could know them all." Howard Horner cites as evidence of her unique relationship with students the fact that she sometimes joins them in walking or running as part of fundraising activities for worthy groups. Teachers cite her counseling experience as part of the reason she is excellent in working with children, and she occasionally fills in the role of counselor when a child has a problem.

She makes similar efforts to create a supportive climate for teachers. At lunch time in the teachers' lounge she initiates

conversations with teachers: "How's your back?" "Did your class take their papers to be recycled yet?" "How are your tomatoes this year?" Two or three times a year the teachers get together socially at a local restaurant. Janes and some of the teachers have participated in a softball team playing against other faculties.

Janes believes that being available to everybody in the school is an important part of her role.

> I don't close my door any more than I have to. I have an "open door policy." All the time management literature recommends closing the door. But when the door is closed, that shuts out the world I have to work with. I feel I have to be accessible to people.

Janes' open door policy also extends to parents.

> I spend many hours talking to parents in the evening. When parents say, "I don't want to take your time," I say, "But that's why I'm here." If they didn't take my time, I wouldn't be needed.

Janes' efforts to improve school climate extend even to the physical environment in the school. The dark paneling lining the halls when she came to North Powellhurst has been replaced with light colorful walls. The addition of a glass picture window looking out into the hall opened up the office. Bulletin boards line the halls, with one near the entrance displaying the names of students and teachers having birthdays during the current month. Student artwork is everywhere.

A Warm, Lively Climate

All the energy directed at improving the climate pays off. When asked about climate at the school, teacher Ron Ashby answered:

> Very high. Staff morale is very high and the kids, I think, take pride in being here. It's the total atmosphere of the building. We feel that everyone is very important. You won't hear teachers putting down kids. We just don't believe in

that. Kids feel very comfortable here.

Ashby sees the school's climate and morale as influenced by its principal's general attitude, especially because of her counseling experience.

> I think because of her experience as a counselor, she knows what works and what doesn't work with kids. She's all the time, at our teachers' meetings and through other means, helping us all to understand what works well with kids.

Openness of staff to change is often identified as an important element in a positive school climate, and this is something in evidence at North Powellhurst. Jane Crofts, special education teacher, has been especially struck by the openness of the faculty to new ideas. When a program involving mainstreaming of severely emotionally handicapped children began last year, she reports that North Powellhurst teachers did not appear threatened by their new students and were very willing to cooperate.

Crofts has also noticed evidence that parents feel good about the school. Many parents of emotionally handicapped children sent to North Powellhurst for its special education class have requested that their children be allowed to stay in the school when they leave the special program and return to regular classes, even if they have to provide their own transportation. This is predominantly because of Janes' presence. "The parents say 'she knows my child'."

Cooperation is another hallmark of a positive school climate; descriptions of the staff at North Powellhurst always include an element of cooperation. "There's a cooperative attitude, from the administrators, to the coaches, to the custodians" (Ron Ashby). "Teachers don't feel isolated. There's good interaction" (Rea Janes).

"There's a lot of sharing on this faculty" (Jane Crofts).

Although authorities may disagree about whether paying attention to school climate is a necessary function for an instructional leader, one thing is clear: the energy given to school climate by Rea Janes and other Oregon principals is responsible for making North Powellhurst and other schools like it warm and lively places for teaching and learning.

Conclusion

Skeptics who believe that the principal has little effect on the instructional program need to visit schools like North Powellhurst and talk with principals like Rea Janes. They need to see for themselves the role the principal can play in staff development, instructional support, resource acquisition, and quality control. They need to observe the crucial importance of the principal's responsibilities for coordination and troubleshooting.

What are the results of these activities? Daniel Duke lists six: capable instructors, time for direct instruction, orderly environment, adequate resources, high expectations, and monitoring of progress. And what do these six add up to? Duke is unequivocal; these activities add up to effective instruction.

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